



06/07

## Office of School Improvement Program Overview

### I. INTRODUCTION

*The Office of School Improvement (OSI), Field Services Unit, will facilitate the improvement of student achievement in Michigan by collaborating with school districts on the implementation of their school improvement plans through identification, coordination, and utilization of categorical programs and other resources.*

The OSI is responsible for the administration of 10 federal and 2 state grant programs for schools and school districts. The grant programs award approximately \$922,477,100 to school districts annually. The OSI Field Services Unit staff are organized in five Regional teams. Each regional team works in an assigned region of the state, and each consultant is assigned to specific local and intermediate school districts.

#### **Grant Programs:**

State Programs		Federal Programs	
Section 31a	At-Risk Pupils	Title I, Part A	Improving Basic Programs
Section 41	Bilingual Program	Title I, Part C	Education of Migratory Children
		Title I, Part D	Prevention & Intervention for Delinquent Children/Youth
		Title II, Part A	Teacher and Principal Training and Recruiting
		Title II, Part D	Enhancing Education Through Technology
		Title III	Language Acquisition Program (LAP) Sub Grant
		Title V, Part A	Innovative Programs
		Title VI, Part B, Subpart 2	Rural and Low-Income School Program
		Title X, Part C	McKinney-Vento Homeless Education Assistance Improvements Act of 2001

#### **Services:**

As part of the administration of the 12 grant programs, the Field Services Unit staff assists school districts with the application process, the approval of grant applications, the implementation of programs, compliance with state and federal grant requirements, and grant reporting. The regional consultants provide direct assistance to schools and school districts in using the categorical resources to address their achievement priorities and to support the implementation of their

school improvement plans. The services necessary to meet these goals vary between schools and districts, and require the consultants to individualize services for each situation. There is no cost to school districts for services delivered by the OSI Field Services Unit. School districts are encouraged to contact their regional field representative for information and/or assistance with all of the grant programs. The general OSI Field Services Unit phone number is 517-373-4588.

## **II. Title I, Part A – Improving Basic Programs**

### **Allocation Process**

- Allocation formula for Local Education Agencies (LEAs) based on counts of low-income children (2004 census poverty estimates for 2007-2008 allocations)
- Allocation formula for Public School Academies (PSAs) based on October 2006 equated free lunch counts
- Minimum of 10 low-income children based on the above criteria for district/academy to be eligible for allocation
- Basic grants to districts/academies with more than 2 percent poverty
- Concentration grants to districts/academies with more than 15 percent poverty (4-year grandfather)
- Targeted grants to districts/academies with more than 5 percent poverty
- EFIG (Education, Finance Incentive Grants) to districts/academies with more than 5 percent poverty
- Hold-harmless guarantees for 2006-2007, 85-95 percent depending on poverty, as long as district remains eligible. The hold-harmless eligibility is based on districts remaining eligible by census poverty estimates for basic grants, concentration grants, targeted grants, and EFIG.

### **Application Process**

- Use **Consolidated Application** in the Michigan Electronic Grants System (MEGS)
- Complete application with Consolidated Plan first year
- Application updates in subsequent years
- Funds may not be obligated before application is submitted to the State in MEGS
- Funds may be encumbered beginning with the submission date of the Consolidated Application
- Complete separate budget detail for each institution
- Complete the program column on the "Delivery Systems for Special Populations" page

### **Purpose of Programs**

- Designed to help disadvantaged children meet high academic standards; to help children who are failing or most at risk of failing to meet the district's core academic curriculum standards
- Both schoolwide and targeted assistance programs are to provide supplemental instruction services to identified children

**Who is Served?**

- Schoolwide: After the required one year of planning, the program addresses the needs of all students in the school, but particularly the needs of low achieving children who are most at risk of not meeting state standards
- Targeted Assistance: Only students identified as failing, or most at risk of failing, to meet the State's challenging student performance standards. Students in preschool through second grade are selected solely on the basis of teacher judgment, interviews with parents and developmentally appropriate measures

**Planning Process**

- District and school plans coordinated with plans for other local, state and federal programs
- Teachers, principals, other staff and parents involved in development of district and school plans
- Schoolwide plans developed over one-year period with external technical assistance
- Plans based on assessment of student performance in relation to core academic standards
- Private school officials consulted regarding services to eligible private school students

**Program Implementation**

- Services delivered in each academic area of core curriculum
- Services provided in accordance with schoolwide or targeted assistance plan
- Consistent selection criteria used to identify students at each grade level
- Multiple strategies used during in-class instruction in all academic areas
- Additional instructional time and/or opportunities given to identified students
- Effective strategies for improving student achievement based on research on teaching and learning

**Professional Development**

- Professional development plan designed collaboratively by teachers, principals and other staff (participation of private/non-public schools required)
- Focuses on improving teaching of core academic curriculum to enable all students to meet high standards
- Reflects research on teaching and learning
- Supports district and school Title I plans through sustained professional development for all appropriate staff
- May combine Title I funds with funds from other sources
- Data driven – Disaggregating of subgroups' achievement and growth
- Corresponds with district/school Adequate Yearly Progress (AYP) areas of needed improvement

**Parent Involvement**

- Parent involvement policy for district and each school developed jointly by staff and parents
- School-parent compact for each school describing school and parent responsibilities to support children's education
- Parent involvement in an organized, ongoing and timely way in the planning and review of the Title I, Part A program
- Annual evaluation of content and effectiveness of parent involvement policy
- Reservation of one percent of allocation for parent involvement by districts with allocations of more than \$500,000

**Program Evaluation/Reports**

- AYP based on MEAP scores
- MEAP results disaggregated based on gender, racial-ethnic group, ELL, migrant status, disability, and economically disadvantaged status
- District may also use other student assessments
- Schools identified for improvement if no AYP for two years
- Consolidated Performance Report required annually
- AYP reported for all subgroups (racial/ethnic, ELL, students with disabilities, economically disadvantaged)

### **III. Title I, Part C – Migrant Education Program**

#### **Allocation Process**

- Allocation formula based on counts of migrant children (move within last three years for migratory agricultural or fishing work)
- Per-child allocation varies depending on length of time since last move
- Separate allocations for school year and summer programs

#### **Application Process**

- Use **Consolidated Application** in MEGS for regular school year
- Use a separate summer program application in MEGS
- Different application pages/timelines for school year and summer programs
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the Consolidated Application or the summer application
- Complete the program column on the "Delivery Systems for Special Populations" page

#### **Purpose of Programs**

- Designed to support high-quality comprehensive educational programs for migratory children, to address the needs that result from educational disruptions and repeated moves
- Priority is given to children who are not achieving core academic curriculum standards and whose education has been interrupted during the regular school year

#### **Who is Served?**

- A student who is, or whose parent, spouse or guardian, is a migratory agricultural worker, including a migratory dairy worker, migratory fishing worker or those involved in first level processing and has moved within the previous 36 months to obtain temporary or seasonal employment in agricultural or fishing work

#### **Planning Process**

- Comprehensive State plan integrated with plans for other local, state and federal programs
- Representatives of other programs involved in development of plan
- Migrant program staff involved in planning for other state, federal, and local program design
- Parent advisory councils consulted in development of plan for year-long programs
- Plan based on comprehensive needs assessment of special educational needs of migratory children
- Private school officials consulted regarding services to eligible private school students
- Services provided in accordance with findings from a comprehensive needs assessment

**Program Implementation**

- Services delivered in core academic curriculum areas as indicated by findings of a comprehensive needs assessment by Title I, Part A and then additional support services
- Support services delivered in accordance with comprehensive plan
- Priority for services given to migrant children failing, or most at risk of failing, to meet core academic standards and whose education has been interrupted during regular school year
- Effective strategies for improving achievement of migrant students

**Professional Development**

- Professional development designed to support migrant services after the Title I, Part A; Title II, Part A; and other LEA, ISD and federal professional development initiatives. It may include mentoring, for teachers and other program staff (such as recruiters, paraprofessionals and regular classroom teachers).
- Objectives consistent with Title I, Part A
- When designing a professional development program, consider needs of migrant children as part of the whole

**Parent Involvement**

- Parent involvement activities consistent with Title I, Part A to extent feasible
- Parent advisory councils involved in planning and implementing full school year programs
- Programs and projects are carried out in a format and language understandable to the parents

**Program Evaluation/Reports**

- Program effectiveness determined, where feasible, through same approach and standards as Title I, Part A
- Consolidated Performance Report required annually

#### **IV. Title I, Part D – Prevention/Intervention for Delinquent Children/Youth**

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##### **Allocation Process**

- Allocation formula based on October 2006 count of 5-17 year old children/youth in facilities for delinquent children/youth for 30 or more consecutive days, as submitted by the facility on form FS-4685
- Minimum of 50 children/youth in delinquent facilities during year in order for a district/Intermediate School District (ISD) to be eligible for allocation. Facilities can be grouped within a district/ISD to meet the requirement of 50.

##### **Application Process**

- Same as Title I, Part A
- Complete separate budget detail for each local facility
- Complete the program column on the "Delivery Systems for Special Populations" page

##### **Purpose of Programs**

- Provides supplementary services to children/youth in local facilities for delinquent children
- Services are designed to improve academic achievement, facilitate the transition of institutionalized children/youth into a regular school setting and help prepare participants for secondary school completion, training and employment, or further education

##### **Who is Served?**

- Children/youth who are:
  - in institutions for delinquent children/youth
  - in adult correctional institutions or
  - attending community day programs for delinquent children/youth

##### **Planning Process**

- Program developed in collaboration with representatives of local institutions for delinquent children/youth
- Program developed in coordination with other local, state and federal programs serving delinquent children/youth
- District/ISD must have formal agreement in place with each facility (in accordance with NCLB, Section 1425)
- Evaluation results used to plan and improve program

##### **Program Implementation**

- Instructional and support services delivered in accordance with academic and support service needs of delinquent children/youth



**Professional Development**

- May fund professional development activities designed to meet students' educational needs and assist students' transition to locally operated programs

**Parent Involvement**

- Parent involvement in efforts to improve educational achievement of their children and prevent delinquent activities, as appropriate

**Program Evaluation/Reports**

- Program evaluation required once every three years in accordance with NCLB, Section 1431
- Evaluation must be designed to determine program's impact on participants' ability to:
  - Maintain and improve academic achievement;
  - Accrue credit for promotion and graduation;
  - Make transition to regular or other educational programs;
  - Complete secondary school and obtain employment; and
  - As appropriate, participate in postsecondary education and job training programs
- The evaluation must utilize multiple and appropriate measures of student progress
- Consolidated Performance Report required annually

## **V. Title II, Part A – Teacher and Principal Training and Recruiting**

### **Allocation Process**

- Funds are allocated to LEAs based on 2001-2002 total amounts for Eisenhower and Class Size Reduction combined. 2006-2007 allocation to be determined based on the Appropriations Act. 80% of the 2003 census poverty estimates and 20% on the 5-17 year-old census population.
- There are no funds specifically allocated for non-public schools; however, to the extent that money is used for professional development, non-public schools must be invited to participate in the planning and in professional development opportunities. The law anticipates that unless an LEA can demonstrate that its teachers and principals have no professional development needs, the LEA will include professional development in whatever mix of activities it decides to support with Title II, Part A funds.

### **Application Process**

- Use **Consolidated Application** in MEGS
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the Consolidated Application
- Complete Title II, Part A “Teacher and Principal Recruiting” information page and align with budget detail

### **Purpose of Programs**

- Focus on recruiting, training, and retaining highly qualified staff
- Recruiting and hiring supplementary staff (to reduce the size of core instructional groups)
- Reduce class size, particularly in the early grades
- Build “highly qualified” teachers who demonstrate a high level of competency in each of the (core) academic subjects

### **Who is Served?**

- Students within reduced-size classrooms
- Paraprofessionals, regular and special education teachers, principals, superintendents, and pupil services personnel in public and/or private schools receiving training to increase student achievement

## **Planning Process**

- Conduct a needs assessment to analyze district data to coordinate planning with needs regarding class size, professional development, and the recruiting, hiring and retaining of highly qualified staff and other eligible services; identify local teacher and paraprofessional quality needs so all are “highly qualified” by the end of the 2005-06 school year (as of this printing, the United States Department of Education has not extended this date).
- Parents must be included in the planning process
- Private school officials consulted regarding professional development activities for teachers

## **Program Implementation**

- Develop and implement mechanisms to assist schools in effectively recruiting, hiring and retaining highly qualified teachers, principals and pupil services personnel:
- Recruit and hire highly qualified:
  - Regular/special education teachers to team teach
  - Teachers to reduce regular and special education class sizes, particularly in early elementary (in accordance with the result of the district needs assessment)
  - Specialists in core academics subjects
  - Teachers and provide advancement initiatives, emphasizing multiple career paths and pay differentiation
- Provide alternate routes to certification for
  - Professionals from other fields
  - Qualified paraprofessionals
    - Paraprofessionals may continue to use the portfolio option under the following conditions:
      - The paraprofessional was employed with the local district prior to the first day of school in the 2002-03 school year and the paraprofessional was employed as instructional support staff in a Title I school/building or in a Title I target-assisted program,  
OR
      - The paraprofessional was employed as instructional support staff in a NON-Title I school and the school is now receiving Title I funds supporting the program for which the paraprofessional is assigned.
      - Appropriate documentation of how the paraprofessional has demonstrated that he/she has met the portfolio requirements must be maintained by the local district, as previously required.
      - It is the understanding of the MDE that HOUSSE options also will be eliminated for paraprofessionals with the reauthorization of the Elementary and Secondary Education Act (NCLB). The same would apply to the paraprofessional portfolio.

- The testing options of WorKeys, MTTC Basic Skills, or ETS Parapro will remain in effect indefinitely for paraprofessionals who choose to or must meet the NCLB requirements.
- Improve quality of teacher force through:
  - Tenure reform
  - Merit pay
  - Recruiting, training, and retaining teachers in academic subjects where there is a shortage
  - Providing professional development activities in content knowledge and classroom practices for teachers, principals, and in appropriate cases, paraprofessionals
  - Increasing opportunities in the teaching profession for minorities, individuals with disabilities and other under represented individuals
- Testing teachers in academic subjects
- Retain highly qualified teachers and principals in schools with low achievement through:
  - Teacher mentoring from exemplary teachers, principals or superintendents
  - Induction and support for teachers and principals in their first 3 years
  - Incentives to teachers and principals with record of success in improving achievement of low-achieving students

**Professional Development**

- Provides professional development activities that improve knowledge of teachers, principals, superintendents and paraprofessionals in:
  - Core academic subjects, effective instructional strategies and use of state standards and assessments
  - Effective instructional strategies that integrate the use of technology
  - Use of data and assessments to improve teaching and learning
  - Instructional practices involving the collaboration of teachers and administrators
  - Early and appropriate interventions with accommodations for students with different learning styles
  - Improving student behavior in the classroom
  - Involving parents in their child's education
  - Improving quality of principals and superintendents, such as management and instructional leadership academies
  - Use of distance learning for cost-effective professional development opportunities
- If the professional development needs of the private school teacher are different from those of the public school teachers, the LEA, in consultation with the private school representatives, should develop a separate program

**Parent Involvement**

- Parents must be included in the planning process
- Staff training to increase parent involvement

**Program Evaluation/Reports**

- To be determined

## **VI. Title II, Part D, Subpart 1 – Enhancing Education Through Technology**

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### **Allocation Process**

- Funds are allocated to LEAs as follows:
  - 50% will be awarded as formula grants in same proportion as Title I, Part A funds
  - 50% will be awarded as competitive grants through the Office of Grants Coordination & School Support and Michigan Virtual University

### **Application Process**

- Use **Consolidated Application** in MEGS
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the Consolidated Application
- An approved, long-range strategic educational technology plan consistent with statewide technology plan must be on file in order to access these funds

### **Purpose of Programs**

- Improves student academic achievement through the use of technology
- Supports initiatives designed to increase access to technology, particularly in schools identified for improvement under Title I, Part A
- Ensures that all students are technologically literate by the end of the 8<sup>th</sup> grade
- Supports innovative methods for delivering specialized or rigorous academic courses for students without access to such courses
- Encourages effective integration of technology, resources, services and systems with teacher training and curriculum development
- Establishes research-based instructional methods
- Supports evaluating programs funded through Title II, Part D, regarding impact of program on student academic achievement
- Supports efforts to use technology to promote parent and family involvement in education and communications

### **Who is Served?**

- Public and private school students, staff and parents

### **Planning Process**

- Develop a long-range strategic educational technology plan consistent with the statewide technology plan. For further information visit: <http://techplan.org/>
- Must use a minimum of 25% of funds for ongoing, sustained, intensive, high-quality professional development in:
  - the integration of advanced technologies into curriculum and instruction
  - the use of these technologies to create new learning environments
  - Consult private school officials regarding services to their students and staff

- 25% rule may be waived for LEAs that already provide professional development meeting the above requirements (requires local agencies to apply for a waiver from the State)

### **Program Implementation**

- Acquires, develops and maintains a technology infrastructure
- Implements and supports comprehensive technology systems in schools to improve student achievement
- Supports professional development in technology (a minimum of 25%)
- Collects, manages and analyzes data to enhance teaching and school improvement efforts

### **Professional Development**

- Promotes initiatives to help teachers, principals and administrators integrate technology effectively into curriculum and instruction
- Provides constant access to training and updated research in teaching and learning through electronic means
- Prepares teachers as technology leaders
- 25% of allocation MUST be spent for professional development (waiver limited to districts with no schools in School Improvement or Corrective Action status)

### **Parent Involvement**

- Promote parent and family involvement in education and communication using technology to connect schools and teachers with parents and students

### **Program Evaluation/Reports**

- Local district must implement a performance measurement system to determine effectiveness of education technology programs that ensure:
  - Effective integration of technology into curriculum and instruction
  - Increased ability of teachers to teach using technology
  - That students meet challenging academic standards
- The state is required to develop an evaluation process to measure effective integration of technology into curriculum

## **VII. Title III – Limited English Proficient Children Sub Grant**

### **Allocation Process**

- Uses formula based on number of English Language Learner (ELL) students
- Grant will be awarded to applicants who generate a total allocation of \$10,000 or more, either independently or through consortium
- Typically up to 85% of the Title III state allocation is available. For 2006-2007, 100% will be available

### **Application Process**

- Use **Consolidated Application** in MEGS
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the paper application
- Pupil count data for Title III will be gathered from a paper application, Single Record Student Database, and the annual English Language Proficiency Assessment (ELPA)

### **Purpose of Programs**

- Speedy acquisition of English language proficiency
- Assists students to achieve in the core academic subjects
- Assists students to meet state standards
- Supports efforts to use technology to promote parent and family involvement in education and communications

### **Who is Served?**

- Individuals:
  - born outside the United States or whose native language is other than English
  - ages 3 through 21 enrolled in elementary or secondary schools
  - who have difficulty speaking, understanding, reading, or writing English
  - who are Native Americans or are Alaska Natives
  - who are migratory students whose language is not English
  - and whose difficulties in speaking, reading, writing or understanding the English language prevent them from achieving academic success

### **Planning Process**

- Describes programs and activities
- Describes how the applicant will meet annual achievement objectives
- Involves all stakeholders

### **Program Implementation**

- Flexible uses of scientifically-based instruction that promotes English language proficiency
- Improves instruction and assessment of ELL students
- Acquires and upgrades curricula



- Requires parent involvement, Professional Development and School-Based Reform

### **Professional Development**

- High quality professional development for classroom teachers to improve instruction for ELL students
- Enhances ability of teachers to understand and use curricula to help ELL students
- Improves the assessment of ELL students

### **Parent Involvement**

- Parent notification of the identification of their child as ELL within 30 days after the beginning of school (2 weeks during the school year)
- Communication with parents in a language that is understandable to them
- Right of parents to refuse services
- Right of parents to choose among available services
- Parent involvement activities
- Notification to parents if program fails to meet annual achievement objectives

### **Program Evaluation/Reports**

- Annual assessment of English language proficiency (ELPA) of all ELL students
- Number and percent of ELLs who made progress toward English language proficiency for each year
- AYP for ELL students as described under Title I, section 1111(b)(2)(B)
- Number and percent of ELLs who reached English language proficiency for each year

## **VIII. Title V, Part A – Innovative Programs**

### **Allocation Process**

- Allocation formula based on enrollments and other factors, such as low-income counts, low-income concentrations, and sparse (extremely rural) populations
- Amounts for private school services calculated by State (not available to district if private schools do not participate) in the preceding year

### **Application Process**

- Use **Consolidated Application** in MEGS
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the Consolidated Application
- Complete “Innovative Programs – Local Uses of Funds” information page and align with budget detail

### **Purpose of Programs**

- Supports local education reform efforts that are consistent with and support education efforts
- Provides funding to educational agencies to implement promising educational reform programs and school improvement programs based on scientifically based research
- Provides a continuing source of innovation and educational improvement, including support programs to provide library services and media materials
- Supports initiatives to meet the educational needs of all students
- Supports the development and implementation of programs to improve school, student and teacher performance, including professional development and class size reduction

### **Who is Served?**

- Students and staff in public and non-public schools

### **Planning Process**

- Plan development in consultation with teachers, administrators, other staff and parents
- Plan includes reasons for selecting particular programs and activities
- Non-public school officials consulted regarding services to non-public school students and staff

### **Program Implementation**

- Instructional Programs
- Instructional Materials, Professional Development and School-Based Reform
- District-Level Reform
- Pupil Support Services
- Parent and Community Involvement

**Professional Development**

- May support professional development related to program activities

**Parent Involvement**

- Parent involvement in development of plan for use of funds
- Activities may include parent literacy programs

**Program Evaluation/Reports**

- Districts required to keep records and provide information for federal/state evaluations
- Annual evaluation by local educational agencies will be used to make decisions about program changes for subsequent years

## **X. Title VI, Part B, Subpart 2 – Rural and Low Income School Program**

### **Allocation Process**

- Allocation formula based on percentage of low-income children (2004 census poverty estimates 20% minimum)
- All schools served by LEA are designated rural with a school locale code of 6, 7, or 8
- The LEA is not eligible to receive funds under Section 6212 (Small Rural School Achievement Grant)

### **Application Process**

- Use **Consolidated Application** in MEGS for regular school year
- Funds may not be obligated before application is received by the State
- Funds may be encumbered beginning with the submission date of the Consolidated Application

### **Purpose of Programs**

- To address the unique needs of rural districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants
- Receive formula grant allocations in amounts too small to be effective in meeting their intended purposes

### **Who is Served?**

- Teachers, if used for teacher recruitment and retention, including the use of signing bonuses and other financial incentives
- Teachers, if used for professional development, including programs that train teachers to utilize technology to improve teachers and to train special needs teachers
- Parents, if used for parent involvement activities
- Students, if used for activities authorized under Title IV, Part A – Safe & Drug Free Schools and Communities; Title I, Part A – Improving Basic Programs; or Title III – Language Instruction for ELL students

### **Planning Process**

- District and school plans coordinated with plans for other local, state, and federal programs

### **Program Implementation**

- Program implemented according to requirements of the specific program to which these funds have been assigned (Title I, Part A; Title III; or Title IV)
- Program implemented according to the use of funds state in who is served
  - Teachers, if used for teacher recruitment and retention, including the use of signing bonuses and other financial incentives
  - Teachers, if used for professional development, including programs that train teachers to utilize technology to improve teachers and to train special needs teachers

**Professional Development**

- Professional development for teachers, including programs that train teachers to utilize technology to improve teachers and to train special needs teachers

**Parent Involvement**

- Parent involvement according to the requirements of the specific program to which these funds have been assigned (Title I, Part A; Title III; or Title IV)

**Program Evaluation/Reports**

- After third year of participation, the LEA must have made AYP to continue to participate
- The State Education Agency (SEA) may permit LEAs that did not make AYP to continue if funds are used to meet Title I improvement requirements under Section 1116

## **XI. Title X, Part C – McKinney-Vento Homeless Assistance**

### **Allocation Process**

- Competitive grants to districts for the provision of area-wide services to remove barriers that prevent homeless children and youth from attending, remaining in, and succeeding in school
- Currently grant competition is annual; law allows three year approval

### **Application Process**

- Competitive grants to school districts, ISDs or PSAs that submit successful applications to provide area-wide services
- Grant application submitted annually through MEGS

### **Purpose of Programs**

- Facilitates the enrollment, attendance and success in school of homeless children and youth
- Provides supplemental services for homeless students

### **Who is Served?**

- Homeless children and youth as defined in the law
  - Lack a fixed, adequate nighttime residence
  - Sharing the housing of others due to loss of home
  - Living in public or private places not designated for human habitation
  - Living in car, tent or camper
  - Living in motel, shelter or other temporary residence for homeless
  - Awaiting foster or court placement

### **Planning Process**

- Conduct needs assessment
- Gather data on homeless students
- School staff members, parents and representatives from homeless service providers in the community are involved in planning program
- Plan must cover a specified service area rather than a single school or district

### **Program Implementation**

- Examine and revise policies that are a barrier to enrollment, attendance and success in school for homeless children and youth
- Provide supplemental and instructional services that do not segregate homeless children and youth
- Include an evaluation process that measures the academic achievement of homeless children and youth
- Coordinate the provision of services to prevent duplication and to use available funds effectively

**Professional Development**

- Professional development may be provided to school staff to raise the awareness of the needs of homeless families
- Professional development may be provided to Homeless Liaisons from the service area and surrounding areas

**Parent Involvement**

- Parent involvement required to help parents become actively involved in the student's academic success
- Coordination with community services for homeless people and families

**Program Evaluation/Reports**

- Report required at end of grant year
- Report includes a description of program activities and services
- Report includes homeless student achievement data
- Report includes data on number of homeless children and youth identified and served by grant

## **XII. Section 31a – Programs for At-Risk Pupils**

### **Allocation Process**

- Allocation formula based on foundation allowance and prior October 31 count of pupils eligible for free meals (11.5 percent of foundation allowance x free eligible count)
- State/local revenue per membership pupil must fall below specific amount to be eligible for allocation
- New academies funded based on current October 31 count of free eligibles
- Allocations prorated based on per-eligible deduction to stay within State appropriation

### **Application Process**

- Must use Section 31a Application for first year of funding
- No application in subsequent years (Program Report used to report activities/expenditures)
- Funds included in State aid payment

### **Purpose of Programs**

- Provides supplementary instructional and pupil support services for pupils who meet the at-risk criteria specified in the legislation. The criteria include low achievement on MEAP or the presence of two or more identified at-risk factors
- Funds may be used for class size reductions in grades K-6 in schools above the district's poverty percentage
- Funds are limited to direct services to pupils and may not be used for administrative or other related costs

### **Who is Served?**

- Pupils who meet at least 2 of the following criteria:
  - Victim of child abuse or neglect
  - Below grade level in English/language arts, communication skills or mathematics skills
  - Pregnant teenager or teenage parent
  - Eligible for free or reduced price lunch
  - Atypical behavior or attendance patterns
  - Family history of school failure, incarceration or substance abuse

OR
- Pupils whose score on their most recent MEAP reading, mathematics or science test was:
  - less than Moderate in reading or mathematics
  - less than Novice in science

OR
- Pupils in grades K-3 who are at risk of not meeting the district's core academic curricular objectives in English/language arts, communications skills or mathematics



**Planning Process**

- Based on needs assessment of eligible students
- Coordinated with other local, state and federal programs

**Program Implementation**

- Instructional programs and direct noninstructional services (e.g., medical or counseling services) for eligible pupils
- May be provided before or after regular school hours or by adding extra school days
- May use tutorial method with paraprofessionals working under supervision of certificated teacher (ratio of pupils to paraprofessionals between 10:1 and 15:1)
- May not be used for administrative costs or to supplant another program or other funds being used for at-risk pupils
- Reduction of class size in grades K-6, or any combination of those grades, in schools in which the percentage of pupils eligible for free lunch exceeds the district average; may request a waiver for schools with at least 30% poverty (if also at least 60% of district average)

**Note:** If Section 31a funds are used to reduce class size, the instructional program must be designed to ensure a realistic opportunity for eligible pupils to achieve the district's core curriculum outcomes in accordance with Section 1278(6) of PA 335.

**Professional Development**

- May not use funds for professional development

**Parent Involvement**

- May not use funds for parent involvement, except as part of direct pupil services

**Program Evaluation/Reports**

- Annual report on use of funds and number of pupils served
- Districts must report the number of students receiving each program or service as well as the number of those students who are eligible for free or reduced price school lunch
- Program records available for audit

### **XIII. Section 41 – Bilingual Program**

#### **Allocation Process**

- Allocation formula based on fall membership counts of eligible pupils receiving bilingual instruction from qualified staff
- Per-pupil allocation is state appropriation divided by total eligible count

#### **Application Process**

- No longer included in the Consolidated Application in MEGS
- Will be in MEGS as a separate application
- Must be submitted no later than November 15
- Section 41 application is on 1-year cycle
- Pupil count data will be collected through SRSD

#### **Purpose of Programs**

- Supports bilingual instruction for pupils of limited English-speaking ability

#### **Who is Served?**

- Section 41 provides instruction to assist children of limited English-speaking ability to achieve reasonable efficiency in the English language. The program uses the child's primary language in a variable manner to promote English proficiency and subject area competence. How much of the child's primary language is used in the program is an instructional decision that is up to the school district. English as a Second Language (ESL) can be part of the bilingual education program, but a purely ESL approach may not be operated with Section 41 funds.

#### **Planning Process**

- Based on needs assessment of eligible students
- Coordinated with other local, state and federal programs

#### **Program Implementation**

- Bilingual instruction by qualified staff in speaking, reading, writing or comprehension of English
- Bilingual instruction in academic content areas

#### **Professional Development**

- May use funds for appropriate professional development activities for staff providing bilingual instruction

**Parent Involvement**

- Before placing a child in a Section 41 program, a school district must notify the parents or guardians by registered mail that their child is being enrolled in the program. This notice should contain a simple, non-technical description of the purpose, method and content of the program. It should inform the parents or guardians that they have a right to visit the program, and that they have an absolute right to refuse the placement or to withdraw their child from the program by giving written notice to the school district.
- Funds may be used to support parent involvement

**Program Evaluation/Reports**

- No evaluation of program effectiveness required
- Department compiles program information

## **XIV. Title VI – Transferability Provision**

### **Application Process**

- Use **Consolidated Application** in MEGS
- No additional funds are available through Title VI
- This provision allows the transfer of funds between Title programs
- No funds may be transferred from Title I to other programs